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ABSTRACT

This annotated bibliography on student outcomes was developed as part of a Maine project studying the effectiveness of transition programs for students with disabilities. The 75 citations are listed alphabetically by author and date from 1985 through 1993. (DB)

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CREATING INCLUSIVE COMMUNITIES

A Monograph Series

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Number 2

STUDENT OUTCOMES

AN ANNOTATED BIBLIOGRAPHY

Prepared by

Meg McElroy and Debbie Gilmer

June, 1993

Center for Community Inclusion
Maine's University Affiliated Program
University of Maine

This material was produced with funds awarded to the Center for Community Inclusion, Maine's UAP at the University of Maine, by the Committee on Transition, through its federal School-to-Community Transition Systems Change Project for Youth with Disabilities

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Previous Publications:

Creating Inclusive Educational Communities: A Monograph Series

Number 1-- *Creating Inclusive Schools: A Resource Guide (1991)*

Number 2-- *Creating Positive Educational Programs for Students Presenting Challenging Behavior: An Annotated Bibliography (1991)*

Number 3-- *Kids Talk About Inclusive Classrooms (1992)*

Creating Inclusive Communities: A Monograph Series

Number 1-- *Facilitated Communication: An Annotated Bibliography (1993)*

This annotated bibliography was developed with funds awarded to the Center for Community Inclusion, Maine's UAP at the University of Maine, by the Committee on Transition, through its federal School-to-Community Transition Systems Change Project for Youth with Disabilities under U.S. Department of Education Contract #H158A10007. The Center for Community Inclusion receives funding from the Administration on Developmental Disabilities, U.S. Department of Health and Human Services. The opinions expressed herein are those of the authors and do not necessarily represent those of the Committee on Transition, the University of Maine, the U.S. Department of Education or the U.S. Department of Health and Human Services. For information regarding the Center for Community Inclusion please contact:

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Student Outcomes: Studying the Effectiveness of Transition in Maine was truly a collaborative effort. The project's Advisory Panel deserves recognition for their assistance in the design and development of the project. The panel's membership appears on the next page.

The former students, their parents and families, are most deserving of our gratitude. Former students with disabilities who completed their public schooling during the 1991-92 school year from eight Maine communities assisted the project by serving as the representative sample upon which the survey was field tested.

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INTRODUCTION

> Youth with disabilities do not fare as well as their counterparts without disabilities in any aspect of adult status soon after high school exit. In many cases, they never fare as well. Their employment levels are lower, their dropout rate is higher, and they do not pursue college as much as people without disabilities. Their transition experience is not smooth, and they would benefit from a variety of services and interventions in high school. (Peraino, 1992, p. 69)

Student Outcomes: An Annotated Bibliography was developed as a component of the Center for Community Inclusion's **Student Outcomes: Studying the Effectiveness of Transition in Maine** project. The Center for Community Inclusion, Maine's University Affiliated Program at the University of Maine received funding for the project from Maine's interdepartmental Committee on Transition. The goal of the project was to develop and field test a survey and data management system that would build the capacity of local school districts in Maine to follow students with disabilities who graduate or otherwise leave their programs. The intent of the follow-up survey is to enable schools to assess the outcomes of their educational programs, to stimulate local review, and to provide a basis for any necessary program modifications.

An exhaustive literature review was completed as a component of the survey design and development process. It quickly became evident that there existed in the professional literature a wealth of information on transition and, in particular, student outcome studies and the factors and predictors of successful transition. This annotated bibliography was developed in an attempt to share this information with students, parents, teachers, guidance counselors, school administrators, transition coordinators and others involved in assisting young adults in their transition from school to the community and adulthood.

The information available regarding student outcomes provides an opportunity to reflect on our efforts and renew our commitment to assuring that youth with disabilities are well prepared for life as adults in the communities throughout our state.

Adelman, P., & Vogel, S. (1990). College graduates with learning disabilities: Employment attainment and career patterns. Learning Disabilities Quarterly, 13, 154-166.

This study investigates the educational and career attainment outcomes of former college students who participated in a highly structured college support program for students with learning disabilities at Barat College in Illinois. Of the 56 students who responded to the survey, 36 had completed their Bachelor's degree. All of the graduates had either found employment or were in graduate school. Most respondents indicated that their learning disabilities affected their job and that most had developed compensatory strategies.

Affleck, J., Edgar, E., Levine, P., & Kortering, L. (1990). Postschool status of students classified as mildly mentally retarded, learning disabled, or nonhandicapped: Does it get better with time? Education and Training in Mental Retardation, 25, 315-324.

The authors track employment outcomes and post school adjustment of 218 former students at 6 month, 18 month and 30 month intervals after graduation. Outcome results and comparisons are presented for three groups of students: former students with learning disabilities who received special education services, former students with mild mental retardation who received special education services, and former students who received no special education services. Results indicate that students with mild mental retardation were the least likely of the 3 groups interviewed to meet the criterion for successful adult adjustment. The authors discuss educational options aimed at improving post school outcomes, including the Regular Education Initiative, and restructuring the secondary special education curriculum to meet student needs.

Behrmann, J. (1992, Spring). Study reveals how disabled fare in years after school. Maine Counterpoint, pp. 1, 17.

This article concisely summarizes the findings from the *National Longitudinal Transition Study of Special Education Students.*

Bruininks, R., & Thurlow, M. (1988). Evaluating post-school transition of secondary students with moderate to severe handicaps: Final Report. Minneapolis: University of Minnesota, Department of Educational Psychology.

This paper presents results of a three year project whose four primary purposes were to develop a tracking system for exiters of special education programs, to collect data on school exiters, to conduct data analysis and determine the feasibility of the tracking system for school use, and to disseminate findings from this study and the tracking system. This report contains summary information on the project's objectives, personnel, major activities and findings, and products from project activities.

Bruininks, R., Thurlow, M., & Ysseldyke, J. (1992). Assessing the right outcomes: Prospects for improving education for youth with disabilities. Education and Training in Mental Retardation, 27, 93 -100.

The authors call for reform in educational outcome assessment, and describe the activities of the National Center on Educational Outcomes for Students with Disabilities. The Center proposes a model of assessing educational outcomes in two areas: enabling outcomes, and educational outcomes. The intent of the Center is to identify indicators of these outcomes as potentially useful educational assessment measures.

Bruininks, R., Wolman, C., & Thurlow, M. (1990). Considerations in designing survey studies and follow-up systems for special education service programs. Remedial and Special Education, 11(2), 7-46.

School-based follow-up of former high school students who received special education services is advocated for by the authors of this paper. Principles of sound survey research are discussed. Information is presented on topics such as designing the survey questionnaire, selecting the students, and choosing the method of data collection. The authors also discuss use of the information obtained from the surveys to improve education outcomes.

Bursuck, W. D., Rose, E., Cowens, S., & Yahaya, M. A. (1989). Nationwide survey of postsecondary education services for students with learning disabilities. Exceptional Children, 56, 236-245.

The availability and variability of postsecondary supports and services for students who have learning disabilities are examined. Survey responses were received from 197 colleges nationwide. Results indicate that most colleges provide special services for students with disabilities, and that small colleges tend to offer more personalized services.

California State Department of Education, Educational Transition Center. (1988). Handbook for conducting student follow-up studies: Materials and procedures for collecting data on the activities and views of former students over a two year post-training period. Sacramento: Author.

Directions for designing and implementing student outcome surveys are presented in this handbook. The handbook is designed for use by high school teachers and staff. The survey procedures described include provisions for modifications based on local community circumstances.

Chadsey-Rusch, J., Rusch, F. R., & O'Reilly, M. F. (1991). Transition from school to integrated communities. Remedial and Special Education, 12(6), 23-33.

Follow-up studies of former special education students are reviewed by the authors using outcomes recommended by Halpern (1985). The authors conclude that postschool outcomes found in the studies reviewed are disappointing. The authors identify variables from their review which appear to be associated with improved outcomes. Variables include support and involvement of family and friends, real job experiences while in school, appropriate job match, and the presence of good social skills.

Dalke, C., & Schmitt, S. (1987). Meeting the transition needs of college-bound students with learning disabilities. Journal of Learning Disabilities, 20, 176-180.

This paper describes the Adult Services Supporting Instructional Survival Tactics (ASSIST) project, a federal demonstration model project at the University of Wisconsin at Whitewater. Project ASSIST is a five week comprehensive post-high school/precollege summer program designed to facilitate transition to college from high school. Students who attended the program had significantly higher first-semester college grade point averages.

D'Amico, R., & Marder, C. (1991). The early work experiences of youth with disabilities: Trends in employment rates and job characteristics. A report from the National Longitudinal Transition Study of Special Education Students. Menlo Park, CA: SRI International.

This study presents data related to the employment experiences of youth with disabilities over a two-year period. The study used parent interviews collected as part of the *National Longitudinal Transition Study of Special Education Students* in 1987, and student exit surveys completed in 1989. Information was also compiled from previous work history reports. Over the two-year period all participants (except those whose disability was serious emotional disturbance) made employment gains: employment rates were 53 percent in 1987 and 67 percent in 1989.

deBettencourt, L. U., Zigmond, N., & Thornton, H. (1989). Follow-up of postsecondary-age rural learning disabled graduates and dropouts. Exceptional Children, 56, 40-49.

The authors investigate the dropout rates and employment statistics of 44 former students with learning disabilities and 64 former students without learning disabilities from a rural school district. The study found dropout rates to be nearly three times higher for students with learning disabilities. There was little difference found in employment patterns of dropouts versus graduates. The authors compare results to a similar study of a larger urban school district.

DeStefano, L., & Wagner, M. (1991). Outcome assessment in special education: Lessons learned. Menlo Park, CA: SRI International.

This paper describes and recommends methods of preplanning, designing, and conducting student outcome assessments. Emphasis is placed on designing valid and reliable data collection instruments, choosing the best sample, and presenting survey findings in a format which will facilitate their use by the agencies involved. The authors draw from knowledge gained from previous outcome studies of special education graduates, especially the *National Longitudinal Transition Study of Special Education Students.*

Edgar, E. (1985). How do special education students fare after they leave school? A response to Hasazi, Gordon, and Roe. Exceptional Children, 51, 470-73.

The author discusses the article Factors associated with the employment status of handicapped youth exiting high school from 1979 to 1983 by Hasazi, Gordon, & Roe (1985) and reiterates valuable information gained in the study. Areas which the author feels require further study are identified.

Edgar, E. (1987). A longitudinal study of graduates of special education. Keynote presentation. In J. Chadsey-Rusch, (Ed.), Project Directors' Annual Meeting (3rd). Washington, DC: U.S. Department of Education.

The author reports on the employment status and living condition of students receiving special education services from thirteen school districts in Washington State who graduated or aged out from 1984 to 1986. A comparison group of students without disabilities who were not enrolled in precollege courses were also surveyed. Data was collected at 6 month intervals for two and a half years following school exit. Employment figures ranged from a high of 71 percent for students without disabilities to a low of 38 percent for students with severe disabilities. The study reports an increase over time in the rate of employment for students with mild mental retardation and a decrease over time in the employment rate for students with behavior disorders.

Edgar, E. (1987). Secondary programs in special education: Are many of them justifiable? Exceptional Children, 53, 555-561.

This article discusses the results of a follow-up study of 1,292 graduates and students who aged out of special education programs from 15 school districts in the state of Washington. The author recommends major changes in special education at the secondary level and suggests that secondary education move away from an academic curriculum to a functional, vocational and independent living skills curriculum.

Edgar, E. (1988). Employment as an outcome for mildly handicapped students: Current status and future directions. Focus on Exceptional Children, 21(1), 1-8.

The author reviews research on postschool employment outcomes for students who have learning disabilities, mild mental retardation, or emotional disturbance. The author concludes there is a serious problem with low employment rates and presents possible solutions for special educators to consider.

Fairweather, J. S., & Shaver, D. M. (1990). A troubled future? Participation in postsecondary education by youths with disabilities. Journal of Higher Education, 61, 332-348.

This paper reports preliminary results on the participation rate of youth with disabilities in postsecondary education programs using data from the first year of the *National Longitudinal Transition Study of Special Education Students*. Youth with disabilities, particularly learning disabilities, participate at a considerably lower rate than do youth without disabilities. Potential barriers to postsecondary access for youth with disabilities are described. Implications for policy and practice are discussed.

Fairweather, J. S., & Shaver, D. M. (1991). Making the transition to postsecondary education and training. Exceptional Children, 57, 264-270.

Data from the *National Longitudinal Transition Study of Special Education Students* are examined to determine rates of participation in postsecondary education of students who received special education services while in high school. Findings show lower rates of participation in 2 and 4 year colleges for students with disabilities compared to students without disabilities. Postsecondary vocational education participation by students with disabilities approach the participation rates of students without disabilities. Similar characteristics relating to participation in postsecondary education were found for youth who had a disability and those who did not. They include parental education and income, and high school graduation status.

Fifield, M. B. (1992). Idaho follow along project: Executive summary (Year 3). Moscow: University of Idaho, Idaho Center on Developmental Disabilities, A University Affiliated Program.

This paper reports on a three year follow along study of former special education students who graduated or left school in 1989. In the third year following school exit most former students continued to depend on their parents for financial support. The employment rate remained at around 57 percent for each of the three years, but participants changed jobs frequently during the three years.

Fourqurean, J., & LaCourt, T. (1991). A follow-up of former special education students: A model for program evaluation. Remedial and Special Education, 12(1), 16-23.

Results are reported from a follow-up study of 215 former students (graduates and dropouts) who received special education services in a large metropolitan school district in Texas. Descriptive data from the students concerning their special education experiences are analyzed. Non-academic issues such as level of self-esteem and self-confidence were consistently cited by the students as highly important. The need for more in-depth vocational training was also frequently cited.

Fourqurean, J., Meisgeier, C., Swank, P., & Williams, R. (1991). Correlates of postsecondary employment outcomes for young adults with learning disabilities. Journal of Learning Disabilities, 24, 400-405.

Information from telephone interviews of parents of former high school students (N=175) in Houston, Texas is presented. Students had either graduated or dropped out and all students had a learning disability. The purpose of the study was to determine if certain variables predicted postschool employment success. Correlational relationships were found between employment and the following: math skills, employment experiences in high school, and parental involvement in the student's life.

Frank, A., & Sitlington, P. (1993). Graduates with mental disabilities: The story three years later. Education and Training in Mental Retardation, 28, 30-37.

This study examines the status of former students of special education after they had been out of school three years. The authors found 22 percent of the former students met the criteria for successful adjustment to adult life. Based on their studies the authors recommend the following: systematic transition planning, community rather than sheltered employment, better links with adult service providers, and continued formal transition services with supports into adulthood.

Frank, A., Sitlington, P., Cooper, L., & Cool, V. (1990). Adult adjustment of recent graduates of Iowa mental disabilities programs. Education and Training in Mental Retardation, 25, 62-75.

This investigation, a sub component of the *Iowa Statewide Follow-Up Study*, reports on the adult adjustment of former students who have mental retardation one year after exiting school (via graduation, dropping out or aging out). Former students (N=318) who exited in the 1984-1985 school year were surveyed. Eight percent of the exiters met the criterion for successful adjustment used in this study. The authors found no significant relationship between specially designed high school vocational programs (e.g. school-based simulated work) and post school employment. No significant relationship was found between high school work experiences and post school employment.

Gill, D., & Edgar, E. (1990). Outcomes of a vocational program designed for students with mild disabilities: The Pierce County Vocational/Special Education Cooperative. The Journal for Vocational Special Needs Education, 12(3), 17-22.

The authors present a descriptive report of the Pierce County Cooperative, a vocational and special education consortium of 12 school districts in western Washington State. The cooperative was designed to enhance postsecondary educational opportunities and improve job entry capabilities for students with mild disabilities. Post school outcomes of graduates of the program are compared to students with mild disabilities who had not participated in the Cooperative.

Halpern, A. (1985). Transition: A look at the foundations. Exceptional Children, 51, 479-486.

Research from four states, (Washington, Oregon, California, and Colorado) on transition to adult life by individuals with disabilities is presented. The research indicates that success in one area of transition, such as employment, is often not related to success in other areas. The author calls for transition programs designed to directly address the quality of a person's residential environment, the adequacy of his or her social and interpersonal networks, and employment issues.

Halpern, A. (1990). A methodological review of follow-up and follow-along studies tracking school leavers from special education. Career Development for Exceptional Individuals, 13(1), 13-27.

This article reviews and analyzes the strengths and shortcomings of twenty-seven follow-up studies of exiters of secondary special education programs. The article presents guidelines and recommendations for the design of future studies in an effort to improve their usefulness.

Halpern, A. (1992). Transition: Old wine in new bottles. Exceptional Children, 58, 202-211.

The author reviews the various social movements over the past thirty years that have addressed the transition of students with disabilities to adulthood and concludes "we still have a long way to go." Three levels of response are called for: policy development, program capacity development, and program implementation in local communities. The author believes these three efforts can be enhanced through the use of follow-along studies of students while they are in school and after they have left school.

Haring, K. A., & Lovett, D. L. (1990). A follow-up study of special education graduates. The Journal of Special Education, 23, 463-477.

In this report the authors investigate the post school vocational and community adjustment of 129 students who received special education services in a large metropolitan area in the Southwest. Findings from the investigation show the wage and employment rate for women to be low, and subsidized employment high. The authors conclude that overall adult adjustment is inadequate, and cite as a cause the lack of special supports available to former students following school exit.

Haring, K. A., & Lovett, D. L. (1990). A study of the social and vocational adjustment of young adults with mental retardation. Education and Training in Mental Retardation, 25, 52-61.

This paper reports the results of a survey of 58 school exiters from 12 high schools during the years 1983 to 1985 in a large southwestern metropolitan area. All had received special education services in a self-contained classroom. Survey results indicate a majority of the former students were not living or working in integrated settings, and had little or no contact with peers who did not have disabilities.

Haring, K. A., Lovett, D. L., & Saren, D. (1991). Parent perceptions of their adult offspring with disabilities. Teaching Exceptional Children, 23(2), 6-10.

The parents or guardians of 129 high school graduates with severe disabilities who had received special education services are interviewed. Issues of focus in the interviews are student independence, mobility around town, employment, and concerns for loss of Social Security benefits or Medicaid as a result of employment.

Haring, K. A., Lovett, D. L., & Smith, D. D. (1990). A follow-up study of recent special education graduates of learning disabilities programs. Journal of Learning Disabilities, 23, 108-113.

The authors surveyed 64 former students from a southwestern metropolitan school district to determine post school adjustment. While in school the students had received special education services in self-contained classrooms. The purpose of the study was to investigate the relationship between type and duration of special education services and adult post school adjustment. Findings indicate that parental attitudes towards independence and competitive employment are a critical factor in employment retainment. Former students receive relatively few postsecondary support services when compared to the amount of services received while in school.

Hasazi, S., Gordon, L., & Roe, C. (1985). Factors associated with the employment status of handicapped youth exiting high school from 1979 to 1983. Exceptional Children, 51, 455-469.

This article reports the results of a survey of 462 former students who had received special education services in Vermont. Respondents either graduated, dropped out, or otherwise left high school between 1979 and 1983. The findings indicate that employment rates vary across rural, urban, and metropolitan areas, with the highest employment rate occurring in urban areas. Students who held paid jobs while in high school were more likely to be employed following high school. However, those students who participated in work experience programs associated with the special education program were no more likely to be employed than those who had not. Students who participated in vocational education programs in high school were more likely to be employed than those who did not. Males were more likely to be employed than females (66 percent of all males and 33 percent of all females were employed). In comparison, Vermont youth without disabilities aged 16-19 were employed at a rate of 87 percent for males and 86 percent for females.

Hasazi, S., Johnson, R., Hasazi, J., Gordon, L., & Hull, M. (1989). Employment of youth with and without handicaps following high school: Outcomes and correlates. The Journal of Special Education, 23, 243-255.

The authors follow, over a two years period, former students from nine Vermont school districts who received special education services. A comparison group of non college bound youth without disabilities are also followed. The authors examine influences of gender, secondary vocational training and secondary employment experiences on post school employment status. Results indicate that youth with disabilities who took one or more vocational classes or who worked during high school are more likely to be employed. For youth without disabilities there is no relationship between secondary vocational classes and post school employment, but work during high school is associated with employment.

Hasazi, S., Gordon, L., Roe, C., Hull, M., Finck, K., & Salembier, G. (1985). A statewide follow-up on post high school employment and residential status of students labeled, "mentally retarded." Education and Training of the Mentally Retarded, 20, 222-234.

This study presents the results of a survey of former students (n=243) in Vermont with mental retardation who received special education services. The study investigates post school employment and residential status. Males were found to have a significantly higher employment rate than females. Students who had subsidized and non subsidized summer jobs while in high school had significantly higher employment rates, but no significant difference in employment outcomes were found between those who participated in work experience programs in high school and those who did not. The study also found that the majority of students who were in competitive employment had found jobs through the "self-family-friends network." Employment rates did not vary across rural, urban and metropolitan settings. Most participants lived with their parents.

Horrocks, C. (1991). Isolation and security: Transition process and outcomes for graduates with mental handicaps. B.C. Journal of Special Education, 15, 177-198.

The purpose of this descriptive study is to present a broadened perspective on issues surrounding transition outcomes in Canada. Participants in the study are 46 graduates of special education programs with mild to severe disabilities. The study investigates the adult adjustment of the participants in the areas of employment, friendships, community affiliations, independent living skills and leisure activities. Results of the study indicate that most of the participants lead isolated lives. The author concluds that future transition processes must include components of both informal helping networks and formal transition services. Additionally, schools must take responsibility for engendering friendships for future graduates, and provide needed transition information to parents.

Hudson, P., Schwartz, S., Sealander, K., Campbell, P., & Hensel, J. (1988). Successfully employed adults with handicaps: Characteristics and transition strategies. Career Development For Exceptional Individuals, 11, 7-14.

This article presents descriptive data from personal interviews of fifty successfully employed former students with disabilities in Florida. Factors determined to contribute to employment success include graduation from high school, integrated settings while in high school, academic instruction in reading and math, preparation in social skills, work experiences while in high school, networks of support provided by family and school, and personal motivation to succeed.

Karpinski, M. J., Neubert, D. A. & Grahm, S. (1992). A follow-along study of postsecondary outcomes for graduates and dropouts with mild disabilities in a rural setting. Journal of Learning Disabilities, 25, 376-385.

This article presents information on the postsecondary adjustment of 82 graduates and dropouts with mild disabilities in a rural school district in a mid-Atlantic state. Employment outcomes, participation in postsecondary programs, and residential status at two points in time are examined. At the time of the first interview, females were employed at half the rate of males. Both graduates and dropouts had employment rates of 70 percent, but graduates had a higher percentage of total time employed since graduation than dropouts. No significant relationship was found between vocational education courses taken while in high school and employment. The relationship between work experience while in high school and post school employment varied. For graduates, work experience made no difference in employment at the time of the first interview, but related to higher employment at the time of the second interview. For dropouts, work experience related to higher employment at the time of the first interview, but at the time of the second interview dropouts who had no high school work experience had a higher employment rate. The reasons given by the dropouts for exiting school was found to be different from the reasons recorded in the school record.

Kozleski, E., & Sands, D. (1992). The yardstick of social validity: Evaluating quality of life as perceived by adults without disabilities. Education and Training in Mental Retardation, 27, 119-131.

The authors present descriptive data on the typical population in Colorado. Survey results from 133 individuals between the ages of 18-70 who did not have disabilities are presented. The survey contained questions which had previously been used to evaluate quality of life and typical services available for individuals with disabilities.

Kranstover, L., Thurlow, M., & Bruininks, R. (1989). Special education graduates versus non-graduates: A longitudinal study of outcomes. Career Development For Exceptional Individuals, 12, 153-166.

The purpose of this study was to compare graduates with non-graduates, all of whom received special education services in a midwestern suburban school district, in order to determine the impact of special education services on transition to adulthood. The former students had been out of school from one to eight years and had mild disabilities. The study found few significant outcome differences between graduates and non-graduates.

Lichtenstein, S. (1993). Transition from school to adulthood: Case studies of adults with learning disabilities who dropped out of school. Exceptional Children, 59, 336-347.

The author examines the last year in high school and the transition experiences of four individuals with learning disabilities who dropped out of high school.

Liebert, D., Lutsky, L., & Gottlieb, A. (1990). Postsecondary experiences of young adults with severe physical disabilities. Exceptional Children, 57, 56-63.

This paper examines the postschool outcomes of students (n=106) who graduated from a private school located in a suburban area near New York City serving students with severe physical disabilities. No relationship was found between employment and secondary educational services such as on-the-job-training, or work experience while in school. Employed respondents reported their employment success was due mostly to personal determination and family support. Four variables emerged as the best predictors of post school employment. Employment was more likely if individuals used their own cars, were older, had made contact with the Office of Vocational Rehabilitation, and had received Office of Vocational Rehabilitation job referrals (but 50 percent of those employed found jobs through "self-family-friends networks").

MacMillan, D. L., Widaman, K. F., Balow, I. H., Borthwick-Duffy, S., Hendrick, I. G., & Hemsley, R. E. (1992). Special education students exiting the educational system. The Journal of Special Education, 26, 20-36.

This article discusses the inconsistency among federal agencies in determining and reporting the high school dropout rate and the exiting behavior of special education students. A description of the reporting methods of the Office of Special Education Programs, the U.S. Department of Education Wall Chart, and the National Center for Educational Statistics are provided.

McNair, J., & Rusch, F. (1991). Parent involvement in transition programs. Mental Retardation, 29, 93-101.

Results are reported from a survey of parents of children with disabilities. There were 85 respondents from 22 states. Parents were asked where they believed their child would be working and living after high school exit, and if they were satisfied with such an outcome. Parents were also questioned regarding their level of involvement in the transition planning for their child. Of the parents surveyed, 38 percent indicated they were unaware of any transition program for their child.

Miller, R., Snider, B., & Rzonca, C. (1990). Variables related to the decision of young adults with learning disabilities to participate in postsecondary education. Journal of Learning Disabilities, 23, 349-354.

Data from the second year of the *Iowa Statewide Follow-Up Study* is used to identify factors associated with participation in postsecondary education by youth with learning disabilities. Data was collected from former students (n=539) one year after their exit from school. Students who went on to postsecondary education were likely to have had involvement in extracurricular activities while in high school, and higher academic achievement scores in reading and math.

Mithaug, D., Horiuchi, C., & Fanning, P. (1985). A report on the Colorado statewide follow-up survey of special education students. Exceptional Children, 51, 397-404.

The results of a survey to assess the postsecondary outcomes of former students (N=234) in Colorado are reported in this paper. The participants graduated in 1978 and 1979 and received special education services while in school. The study found seventy percent of the participants were employed and most lived with their families. The participants also reported their perceptions of their school experiences: special education programs received the highest ratings while regular education programs received the lowest ratings. And yet, specific vocational skills and social and independent living skills were listed as their weakest areas of education.

Nelson, R. & Lignugaris/Kraft, B. (1989). Postsecondary education for students with learning disabilities. Exceptional Children, 56, 246-265.

The authors provide a review of the literature on services available to students with learning disabilities at postsecondary institutions. Most colleges provide similar types of services. Factors associated with the delivery of services include the specific program's objectives, the college's mission, and the amount of funding allocated to the program.

Neubert, D., Tilson, G., Jr., & Ianacone, R. (1989). Postsecondary transition needs and employment patterns of individuals with mild disabilities. Exceptional Children, 55, 494-500.

This paper presents descriptive data on the outcomes over a three year period of sixty-six participants in a federally funded postsecondary time limited transition program (Job Training and Tryout) in Montgomery County, Maryland. Participants in the study were between the ages of 18 to 30 and had a learning disability or mild mental retardation. During the first year of employment fifty-two percent of the participants changed jobs and requested additional services from transition program staff. The authors conclude that due to the high level of job change there is a need for youth to have access to ongoing transition services rather than services that end with job placement.

Nisbet, J. & Lichtenstein, S. (1990). Following the lives of young adults with disabilities in New Hampshire (Annual Report). Durham: University of New Hampshire, Institute on Disability.

Annual report of the four year project, *Following the Lives of Young Adults with Disabilities in New Hampshire*, funded by the U.S. Department of Education. This paper describes the selection of the 300 participants who will be surveyed. The goal of the project is to gather information on school experiences and adult outcomes for students receiving special education services. The information will be used to analyze and revise program options.

Peraino, J. (1992). Post-21 follow-up studies: How do special education graduates fare? In P. Wehman, (Ed.), Life beyond the classroom: Transition strategies for young people with disabilities (pp. 21-70). Baltimore: Brookes.

The author provides a comprehensive review of studies on post school outcomes of youth with disabilities. The information is arranged by disability category, with a summary of findings in each area and includes a comparison of youth with and without disabilities.

Reetz, L. J., Wheeler, J. J., & Aplan, K. A. (1990, March). Goodbye, good luck, good life: Are we preparing students with handicaps for successful post-school outcomes in South Dakota? Rural Education. Symposium conducted at the meeting of the American Council on Rural Education and the National Rural and Small Schools Consortium, Tucson, AZ.

The results of a survey of 130 special education teachers throughout the state of South Dakota are used to examine transition services for youth with disabilities. Results indicate that teachers in South Dakota are in need of training in the area of transition, services need further development and better coordination, and postsecondary options need to be better identified throughout the state.

Rusch, F. R. & Menchetti, B. M. (1988). Transition in the 1990s: A reply to Knowlton and Clark, Exceptional Children, 54, 363-365.

The authors disagree with recommendations that the focus of transition programs should be broadened to include outcomes such as independent living and social networking in addition to employment outcomes. The authors also take exception to the belief that transition research literature is too narrowly focused on persons with severe disabilities and thus limited in application.

Schalock, R., Holl, C., Elliott, B. & Ross, I. (1992). A longitudinal follow-up of graduates from a rural special education program. Learning Disabilities Quarterly, 15, 29-38.

The employment and living status of 298 students who graduated from special education programs in rural settings is reported. The study found 77 percent of the participants were employed, and 41 percent were living independently. Seven predictors of employment success were identified: I.Q., gender, type of disability, family involvement, and size of school. Predictors of living outcomes were found to be: type of disability, family involvement, days absent from school, and gender.

Shapiro, E., & Lentz, F., Jr. (1991). Vocational-technical programs: Follow-up of students with learning disabilities. Exceptional Children, 58, 47-59.

Participants in this study were students who graduated in 1985-87 (n=123) and 1986-87 (n=104). Students from vocational technical schools without disabilities, students from vocational technical schools with learning disabilities, and students from regular high schools without disabilities were studied. Regular high school students without disabilities tended to have somewhat higher unemployment rates compared with all the students in vocational technical programs. Across all groups the majority of post graduation help came from families, friends and fellow workers.

Siegel, S., & Gaylord-Ross, R. (1991). Factors associated with employment success among youths with learning disabilities. Journal of Learning Disabilities, 24, 40-47.

In this study the authors investigate their theory that four factors (appropriate match between individual and job type, employer's willingness to make job accommodations, individual's rationale for working, and exposure to job options through special programs) are associated with job success. The study found job success was significantly related to the presence of an appropriate match between the individual and the job type. There was no significant relationship found between job success and an employer's willingness to make job accommodations. The authors found a marginal relationship between employment success and an individual's motivation to work and also between employment success and exposure to job options through special programs.

Siegel, S., Robert, M., Waxman, M., & Gaylord-Ross, R. (1992). A follow-along study of participants in a longitudinal transition program for youth with mild disabilities. Exceptional Children, 58, 346-356.

This study evaluates the Career Ladder Program, a school-to-work transition program. The study consisted of 105 participants who had graduated from the Career Ladder Program or its pilot program. Employment rates for the participants were 80 percent. The authors compare their findings to findings from the *National Longitudinal Transition Study of Special Education Students.*

Sitlington, P., & Frank, A. (1989). Iowa statewide follow-up study: Adult adjustment of individuals with mental disabilities one year after leaving school. Des Moines: Iowa Department of Education.

This article reports on postschool adjustment one year after exit from school of graduates and dropouts with mental retardation who received special education services in Iowa during 1985 and 1986. The investigation is a sub component of the *Iowa Statewide Follow-Up Study*. Face-to-face interviews were conducted with each former student or guardian (N=615). Ten percent of the dropouts and 6.5 percent of the graduates met this study's criteria for successful adjustment. The study found that 67 percent of the graduates and 22 percent of the dropouts were employed. Almost all participants lived with their parents. This investigation found no significant association between enrollment in vocational programs while in high school and postschool employment. Also, no significant association was found between having a paid job while in high school and postschool employment.

Sitlington, P., & Frank, A. (1990). Are adolescents with learning disabilities successfully crossing the bridge into adult life? Learning Disability Quarterly, 13, 97-111.

This investigation is a component of the *Iowa Statewide Follow-Up Study*. Graduates (n=911) from secondary programs serving students with learning disabilities were surveyed to examine post-school adjustment. The study found no significant association between secondary vocational training and postschool employment. For those students who received services from a resource teacher or in a special class with integration a significant relationship was found between having a paid job while in school and postschool employment. There was no relationship found between paid jobs while in school and postschool employment for students in special classes without integration.

Sitlington, P., Frank, A., & Carson, R. (1990). Iowa statewide follow-up study: Adult adjustment of individuals with behavior disorders one year after leaving school. Des Moines: Iowa Department of Education.

This investigation is a component of the *Iowa Statewide Follow-Up Study*. Participants in the study consisted of 200 students with behavior disorders who either graduated, aged out, or dropped out in the 1985 and 1986 school years. Participants were surveyed one year after their class graduated. The authors found that 36 percent of the graduates, and 27 percent of the dropouts met the author's minimal standards for successful adjustment to adult life.

Sitlington, P., Frank, A., & Carson, R. (1990). Iowa statewide follow-up study: Adult adjustment of individuals with mild disabilities one year after leaving school. Des Moines: Iowa Department of Education.

This investigation, part of the *Iowa Statewide Follow-Up Study*, compares the adult adjustment of former students (n=737) with three different types of disabilities: learning disabilities, behavioral disorders, and mental retardation. Gender differences are also examined. Participants with learning disabilities had a higher employment rate, but there was no significant difference between groups in living arrangements.

Sitlington, P., Frank, A., & Carson, R. (1991). Iowa statewide follow-up study: Adult adjustment of individuals with severe/profound mental disabilities one and three years after leaving school. Des Moines: Iowa Department of Education.

The participants in this study were part of the *Iowa Statewide Follow-Up Study*, a study investigating the adult adjustment of former special education students. Graduates, dropouts and students who aged out in 1984-85 were surveyed one year and three years after graduation. All participants (N=14) in this study had severe/profound mental disabilities. The study found little change in adult adjustment between the first and third year of the survey. None of the participants were employed at competitive jobs at either survey point. Three years after exit, 80 percent of the former students were working in a sheltered workshop for an average wage of $0.09 per hour. Also at the time of the third year survey none of the individuals were living either independently or semi-independently, and 36 percent of the individuals reported no involvement in any leisure activities.

Sitlington, P., Frank, A., & Cooper, L. (1989). Iowa statewide follow-up study: Individuals with learning disabilities out of school one year. Des Moines: Iowa Department of Education.

In this component of the *Iowa Statewide Follow-Up Study*, 1,012 former students with learning disabilities were surveyed one year after school exit. The study found 54 percent of students who graduated and 30 percent of students who dropped out had achieved successful adjustment, as defined by the authors.

University of New Hampshire, The Institute on Disability. (1990). Fact sheet: Following the lives of young adults: Employment outcomes of New Hampshire high school students in vocational education programs [1(3)]. Durham, N.H.: Author.

This paper is an analysis of the follow-up data collected annually in New Hampshire on participants of secondary vocational education programs. Data is reported for the years 1985-1988. A comparison of post-school employment outcomes is made between vocational education participants with and without disabilities.

University of New Hampshire, The Institute on Disability. (1991). Fact sheet: Following the lives of young adults: Overview of the post-school status of young adults with disabilities from the class of 1989 [2(1)]. Durham, N.H.: Author.

This fact sheet reports on the post-school employment and participation in postsecondary education of former students with disabilities who left school in 1989. Former students with severe disabilities have the highest unemployment rate (21 percent). The manner in which the former students found employment is also reported, with 66 percent of the group finding employment through the "self-family-friends network."

University of New Hampshire, The Institute on Disability. (1992). Fact sheet: Following the lives of young adults: Gender differences in the post-school status of young adults with mild disabilities [4(1)]. Durham, N.H.: Author.

This paper examines the secondary school and post-school adjustment experiences of young women in New Hampshire with mild disabilities. Young women consistently receive lower wages and work fewer hours than young men. The study found that gender role stereotyping by members of the transition planning team may contribute to the poorer outcomes experienced by women.

University of New Hampshire, The Institute on Disability. (1992). Fact sheet: Following the lives of young adults: Schooling for 18 to 21 year olds: What are we waiting for? [4(3)]. Durham, N.H.: Author.

This paper reports results of a sub-study of New Hampshire's state-wide outcomes study, *Following the Lives of Young Adults with Disabilities in New Hampshire*. Data is examined for students with severe to moderate disabilities, between the ages of 18-21. Data is presented on rates of graduation, aging-out, and dropping out. The authors also present a list of strategies and options such as mentorships and apprenticeships which they believe should be included in services offered to students ages 18-21.

Wagner, M. (1989). Educational programs and achievements of secondary special education students: Findings from the National Longitudinal Transition Study. Menlo Park, CA: SRI International.

This report examines aspects of the secondary education programs of youth with disabilities nationwide. Some of the program characteristics investigated are the nature and size of the school, regular education placement, and enrollment in vocational education courses. School achievement of secondary students receiving special education is also studied, as well as student characteristics related to achievement.

Wagner, M. (1989). The transition experiences of youth with disabilities: A report from the National Longitudinal Transition Study. Menlo Park, CA: SRI International.

This paper presents an overview of findings from the *National Longitudinal Transition Study of Special Education Students*, a congressionally mandated five year study of 8,000 youth who received special education services during the 1985-86 school year. Findings indicate that high school graduates were more likely to achieve this studies criterion for successful transition. The author concludes that in order to improve the postschool adjustment of youth with disabilities schools must find ways to improve the educational successes, and hence the graduation rate, of youth with disabilities.

Wagner, M. (1991). The benefits associated with secondary vocational education for young people with disabilities: Findings from the National Longitudinal Transition Study. Menlo Park, CA: SRI International.

In this paper, Wagner reports on the rate of participation in vocational education of high school students with disabilities. Student outcomes, both pre-exit and post school, associated with vocational education participation are reported.

Wagner, M. (1991). Dropouts with disabilities: What do we know? What can we do? A Report from the National Longitudinal Transition Study of Special Education Students. Menlo Park, CA: SRI International.

This publication presents information on students with disabilities who dropped out of school. Findings show a significantly higher percentage of students who have disabilities drop out than students without disabilities. Exiters considered to have a serious emotional disturbance have a drop rate of 50 percent and are significantly more likely than youth in any other disability category to drop out. The report identifies student characteristics associated with poor school performance, and characteristics of the school program which relate to student outcomes.

Wagner, M. (1991). Youth with disabilities: How are they doing? The first comprehensive report from the National Longitudinal Transition Study of Special Education Students. Menlo Park, CA: SRI International.

A comprehensive report on findings from the *National Longitudinal Transition Study of Special Education Students*. This publication includes, among others, reports on secondary school completion rates, school program characteristics, postsecondary school attendance, and participation in social activities.

Wagner, M., D'Amico, R., Marder, C., Newman, L., & Blackorby, J. (1992). What happens next? Trends in postschool outcomes of youth with disabilities. Menlo Park, CA: SRI International.

This report compares the postschool experiences of youth when they had been out of school less than 2 years with their accomplishments 3 years later. The publication includes, among others, reports on postsecondary education, employment trends, living arrangements, and social involvement/relationships.

Wagner, M., Newman, L., & Shaver, D. (1989). The National Longitudinal Transition Study of Special Education Students: Report on procedures for the first wave of data collection (1987). Menlo Park, CA: SRI International.

This report describes the data collection and data processing procedures used in the development of the primary database for the *National Longitudinal Transition Study of Special Education Students*. The interview questionnaires and other data collection instruments are included.

Wehman, P. (1990). School-to-work: Elements of successful programs. Teaching Exceptional Children, 23(1), 40-43.

Based on current research and student outcome studies, this article identifies elements that should be present in secondary education programs and in the transition plans of students with disabilities.

White, W. (1992). The postschool adjustment of persons with learning disabilities: Current status and future projections. Journal of Learning Disabilities, 25, 448-456.

The author reviews the literature on outcome studies of young adults with learning disabilities, and synthesizes the available information with projections of society's future economic and technological needs.

William T. Grant Foundation Commission on Work, Family, and Citizenship. (1988). The forgotten half: Pathways to success for America's youth and young families. Washington D.C.: Author.

Final report of the W. T. Grant Foundation's two year study of 16-24 year old non college bound youth in the United States. The study concludes that America's investment in non college bound youth is far below what it should be. Recommendations are made for supporting the transition of, and enhancing the future for, non college bound youth.